



School Leader Update

Iowa Department of Education

October 2006

Resources for Iowa School Leaders

NEWS FROM THE DE

Guidance Issued for Graduation Requirements and 8th Grade Plans

Both the 2005 and 2006 legislative sessions outlined new district requirements aimed at supporting high quality rigorous learning for all Iowa high school students; the guidance for those new requirements has been sent to all districts and also is posted at www.state.ia.us/educate.

In the 2005 session, Senate File 245 was passed, which required the State Board of Education to adopt a model core curriculum. It also required that local districts identify a core curriculum and that the district work with every eighth grade student to develop a plan so that the student will graduate having completed the core curriculum.

The 2006 legislature added even more specificity to those requirements. The passage of Senate File 2272 established that, beginning with the graduating class of 2011, each student must complete a core academic program that includes four years of English/language arts, three years of mathematics, three years of science, and three years of social studies (hereinafter referred to as 4-3-3-3). It also required that the eighth grade plans for students must include a career component.

No Child Left Behind Annual Guidance

The annual guidance for Iowa districts on No Child Left Behind has been sent electronically to all district superintendents. The document can be found at www.state.ia.us/educate/. For more information, contact Paul Cahill at paul.cahill@iowa.gov or 515/281-3944.

Schools Earn Federal Blue Ribbon Honors

Four schools in Iowa recently were named 2006 NCLB Blue Ribbon Schools by U.S. Education Secretary Margaret Spellings: Adel-DeSoto-Minburn Senior High School (Adel), Corning Elementary School (Corning), Peet Junior High School (Cedar Falls), and Waterville Elementary School (Allamakee). The No Child Left Behind Blue Ribbon Schools program recognizes schools that make significant progress in closing the achievement gap or whose students achieve at high levels.

SCHOOL IMPROVEMENT

Understanding the Model Core Curriculum for Iowa's High Schools

A series of ICN sessions are being offered to assist AEA, district, and school personnel in understanding the Model Core Curriculum for Iowa's High Schools.

- The Introduction to the Model Core Curriculum provides a brief description of the project and the curriculum developed in literacy, mathematics, and science (Oct. 11).
- The second session in the series will feature educators from three districts and supporting AEA personnel describing the process they're implementing to insure that the essential concepts and skill sets of the Model Core Curriculum are incorporated into local curricula (Oct. 25 and 27).
- The third session will feature the principal and teachers from Price Lab/NU High School describing the school improvement process they've undertaken focusing on the Rigor and Relevance Framework from the International Center for Leadership in Education (Nov. 7 and 28).

More information on the sessions is available at <http://www.state.ia.us/educate/ecese/hsmcc/index.html>

To register a site for a session, email ed.requestsession@iowa.gov. Registration is limited to 40 sites per presentation. These sessions will also be videotaped and a copy of the tapes will be made available to each AEA. For more information, contact Rita Martens at rita.martens@iowa.gov or 515/281-3145.

Open Enrollment Updates

1. Tuition Rates 2006-07
 - Regular Education Student = \$4,931
 - Special Education Student = Actual cost per quarter
 - Limited English Proficiency = .22 X (the state cost per pupil) (eligible for four years)
2. Reminder – districts are no longer required to send a copy of open enrollment forms to the Department of Education. The forms should be filed in both the resident and receiving district.
3. The 2006-07 transportation assistance rate will be available in December.
4. Phase II does NOT follow open-enrolled students; however, Phase II does follow students that are tuitioned in from another district (\$80.70 = per pupil).

Transportation Assistance Guidelines: Students who open enroll from one district to another may be eligible for transportation assistance if they qualify under the federal income guidelines (see [Open Enrollment Handbook](#)). These guidelines are NOT the same as the guidelines for Free and Reduced Fees.

If a student qualifies, the resident district may discharge this obligation in one of three ways:

1. The resident district may actually provide transportation for the pupil(s) to a stop on the bus line of the receiving district.
2. The resident district may allow the receiving district to enter the resident district to pick up the pupil(s) if the receiving district wishes to. (Failure of the receiving district to decide to do this will not discharge the resident district's obligation for transportation assistance.)
3. The resident district may provide a parent/guardian reimbursement.

For more information, contact Lois Irwin, 515/281-8582, lois.irwin@iowa.gov.

Public School District ACT Reporting

Several administrators have expressed concern regarding the accuracy of the ACT data in the Annual Progress Report (APR). ACT data are pre-populated from Project EASIER. The following explanation describes how the ACT data are calculated for reporting in the APR:

- The district's ACT data represents students in grades 9-12.
- Once a student has taken the ACT, his/her score is reflected in the district's ACT data for the duration of his/her enrollment in the district.
- Each school year, Project EASIER collects the highest ACT composite score for students in grades 9-12 regardless of the school year they took the test. The APR report uses that data to calculate how many of the district's students in grades 9-12 achieve a score of 20 or higher (indication of probable post-secondary success), regardless of the school year they took the ACT.
- The highest ACT score is always the one reported for a student.
- The district's APR includes unduplicated ACT student data representing any high school student who ever took the ACT (as long as they are enrolled in the district), even if it was only taken once (and not necessarily during the reporting year). If students take the ACT multiple times, only the highest score is included in the district's ACT data.

For example: If a student in grade 10 took the ACT during the 2004-2005 school year and achieved a composite score of 23, his/her ACT score would be reflected in the percentage of the district's students scoring 20 or higher, as well as in the district's average ACT composite score for 2004-05.

During the 2005-06 school year, the student (now in grade 11) decided not to retake the ACT. His/her score of 23 (received during the 2004-05 school year) is again reflected in the district's 2005-06 ACT data, even though the student did not take the ACT during the 2005-06 school year.

In the event that the student decides to retake the ACT during the 2006-07 school year (now in grade 12), the student's score will continue to be represented in the district's ACT data, counting as one of the students

who received a score of 20 or higher, even if he/she scores lower in 06-07 than during 2004-05 (because the highest score is always the one included in the district's data). If the student receives an ACT score that is higher in 06-07 than the score achieved in 2004-05, the higher score will be reflected in the district's average ACT composite score.

CSIP Update

Terminology:

- UPDATE is the same as SAVE. The CSIP is an ongoing, working document that should reflect district practices. The update button is appropriate to save ongoing changes that schools/districts make to their CSIPs, year to year.
- CERTIFY is the equivalent of COMPLETE AND SEND. When a school/district chooses to certify its CSIP, access to that year's CSIP is no longer available. No updates/changes can be made to that year's CSIP.

Public School Districts Only:

CSIPs that have been certified in the 2006-07 school year will not be state certified until some point later in the school year. Additional CSIP assurances will be added as a result of state legislative changes. Districts that certified a CSIP during the 2006-07 school year will be "uncertified" when the assurances become available. At that time, **ALL** districts will need to verify the new assurances and update (update equals save) the changes. Only schools that previously certified a CSIP in the 2006-07 year will be certifying (actually recertifying) after verifying the new assurances. Only after that will the district certified 2006-07 CSIPs be **STATE** certified.

Districts that certified a 2005-06 CSIP may want to port their existing answers forward to the 2006-07 site in order to keep them current and to UPDATE any changes (not certify). **IMPORTANT:** Districts that desire to do so should not port a certified 2005-06 CSIP forward until the **state** has also certified it.

New Contact for the CSIP: Launi Dane, School Improvement Consultant for the Iowa Department of Education, is the new CSIP Contact. For technical assistance, Launi can be reached at launi.dane@iowa.gov or 515/281-4726.

Non-public School Accreditation

When currently accredited non-public schools (as noted in the DE Directory) intend to add a grade, the school or school system must apply for accreditation for the grade. Please reference the DE website, <http://www.state.ia.us/educate/ecese/asis/nsa/index.html>, complete the application for accreditation indicating what grade is being added and the teacher's name and folder number, and mail the application to Julie Melcher, School Improvement Consultant, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 or e-mail to julie.melcher@iowa.gov. The school will need to revise its Comprehensive School Improvement Plan to reflect the inclusion of the added grade, include the added grade in its Annual Progress Report as applicable, and schedule an abbreviated site visit. Once all requirements have been met, a request for approval for accreditation for the added grade will be submitted to the State Board of Education.

SCHOOL FUNDING AND GRANTS

Title II and Title V Reminder

Application materials for this year's allocations are due October 27, 2006 and are available online at www.state.ia.us/educate/ecese/ftqp/index.html (Title II) and www.state.ia.us/educate/ecese/is/ippcp/documents.htm (Title V). The Title II contact is Jim Reese, 515/281-4158, jim.reese@iowa.gov; the Title V contact is Ray Morley, 515/281-3966, ray.morley@iowa.gov.

Modified Allowable Growth Application Reminder

The application for increased allowable growth for dropout prevention and services for dropouts under Chapter 257.38 IAC is now available online at <http://www.edinfo.state.ia.us>. More details are at the "Modified Allowable Growth" item under the *School Funding and Grants* at www.state.ia.us/educate/oofd/slu/doc/slu0608.pdf. For more information, contact Ray Morley at 515/281-3966 or ray.morley@iowa.gov.

Applications Available for Federal SDFSC Funds

Iowa school districts may apply for federal Safe and Drug-Free School and Communities (SDFSC) funds by submitting an application (available at <https://www.edinfo.state.ia.us/securelogin.asp>) to the Iowa Department of Education in their Comprehensive School Improvement Plan (CSIP) by October 15, 2006.

The CSIP includes the SDFSC questions, requirement codes, and assurances. The distribution of district funds occurs when the district has completed an approved plan, budget, and expenditure report. The district amends the application, as necessary, to reflect changes in the activities and programs.

The Safe and Drug-Free Schools and Communities (SDFSC) Act, Title IV, Part A, Elementary and Secondary Education Act of 1965 As amended by the No Child Left Behind Act of 2001 provides federal assistance to schools for program and activities that (1) prevent violence in and around schools; (2) prevent the illegal use of alcohol, tobacco, and drugs; (3) involve parents and communities; and (4) are coordinated with related federal, state, and local activities.

Send comments and questions to Tana Mullen, tana.mullen@iowa.gov or Charlotte Burt, charlotte.burt@iowa.gov.

Gifted and Talented Funding Reminder

Gifted and talented funding is included in the district cost per pupil calculated for each district under the school foundation formula. The purpose of the funding is to provide for identified gifted student needs beyond those provided by the regular school program. Appropriate expenditures include, but are not limited to:

- Salary and benefits for the teacher of gifted and talented students. If the teacher is part-time gifted and talented and part-time regular classroom teacher, then the portion that is related to providing the gifted and talented program can be charged to the program, but the regular classroom portion could not.
- Staff development for the gifted and talented teacher.
- Resources, materials, software, supplies, purchased services that 1) meet the needs of K-12 identified students, 2) which are beyond those provided by the regular school program, and 3) which will remain with the K-12 gifted and talented program.

Inappropriate expenditures include, but are not limited to:

- Indirect costs.
- Use charges.
- Expenditures paid from other funding sources such as state or federal categorical aid (Phase I, II, teacher compensation, etc.)
- Any other expenditures not directly related to providing the gifted and talented program.

For more information, contact Rosanne Malek, 515/281-3199, rosanne.malek@iowa.gov.

Parent Liaison Grant Funds Available

The Iowa Legislature last session appropriated \$44,000 to help schools develop parent liaison programs intended to engage parents in the education of their children and ultimately improve student achievement. To this end, an RFP has been developed and is available at www.state.ia.us/educate/grants/0607_fis_parent-liasion.doc.

All public schools and accredited nonpublic schools in Iowa are eligible to apply. Four awards of \$11,000 each will be made to successful applicants. Applications must be submitted by 4:30 pm on November 3 and notices of intent to apply emails are requested by October 20. For more information contact Jane Today at jane.today@iowa.gov or 515/281-8514, or Deb Samson at deb.samson@iowa.gov or 515/242-5295, or visit <http://www.state.ia.us/educate/grants.html>.

QUALITY TEACHING

Support for Teachers with Strategist I Class C Licenses

The Strategist I Network is a Department of Education sponsored program that assists special education teachers with Strategist I Class C licenses to obtain their full endorsement.

The Network enables teachers with Class C licenses (formerly termed "conditional" licenses) to take coursework over the ICN, by correspondence, or at any of the campuses or satellite locations of the nine participating institutions of higher education throughout Iowa. Once teacher competencies have been met, the

Iowa Department of Education, rather than an institution of higher education, recommends the teacher for Strategist I endorsement.

Classroom teachers with 12 hours coursework in special education or related areas and who have an agreement with a district that they will be employed as a Strategist I teacher are eligible for Class C licenses. Once a teacher receives a Class C, he or she is allowed to provide instructional support for students with mild and moderate needs while completing the Strategist I requirements.

For more information about the program, contact Norma Lynch at 515/281-6038 or norma.lynch@iowa.gov.

LEGAL LESSONS

The contact for all Legal Lessons items is Carol Greta, carol.greta@iowa.gov; 515/281-8661.

Open Enrollment Rule Changes on Notice

At its September meeting, the State Board of Education voted to give public notice of its intent to amend rules regarding Open Enrollment (Chapter 17). The changes will be published verbatim in the Legislature's Administrative Bulletin on October 11. On or after that date, go to www.legis.state.ia.us/Rules/Current/Bulletin/ to view the October 11 Bulletin. And if you want to comment, file a comment in writing by close of day November 1 to Carol Greta (email or regular mail) or plan to attend the public hearing November 1 from 2:30 to 4:00 in Room 2 Southwest of the Grimes State Office Building in Des Moines.

The changes (**effective January 10, 2007**) may be summarized as follows:

- Appeal available to a resident district for protesting an approval of a late-filed open enrollment request by a receiving district.
 - The board of the resident district must vote to file the appeal; an appeal cannot originate with the superintendent.
 - The appeal must be sent to the DE within 15 days of the resident district being notified of the approval of the open enrollment by the receiving district.
 - The DE will attempt mediation first; if unsuccessful a brief telephonic hearing will be scheduled and a written decision issued.
 - REMEMBER: Written decisions are public information, and it is foreseeable that a written decision might characterize one district's actions as "wrong."
- A dissatisfied district may appeal further to the State Board of Education.
- "Continuous enrollment" is not available to the parent/guardian of a child entering kindergarten for the first time.
- References to Phase III dollars deleted
- Requirement to send copies of open enrollment applications to the department rescinded

Finally, sometimes families do not meet good cause so they decide to tuition-in their child to a receiving district. This is legal if the receiving district actually charges tuition of the family. Remember that Iowa Code section 282.20 states that it "shall be unlawful for any school district to rebate ... any portion of tuition" to a student or the student's family. (A rebate consists of either not charging a family any tuition, charging them less than full tuition, or returning lawful tuition payments to the family.) A superintendent who violates this section is personally subject to a fine of \$100, and might face adverse action by the Board of Educational Examiners. So, if a late-filed open enrollment application is denied for lack of good cause to have missed the March 1 deadline, the family must be charged tuition if the family insists on attending the receiving district. [Matt Carver also discussed this in his legal column in the September SAI newsletter.]

Remember IGHS AU's On-A-Roll Program

The 2006-07 school year marks the second year of the Iowa Girls High School Athletic Union "On-A-Roll" program that recognizes and rewards middle- and high-school students who participate in an IGHS AU-sanctioned sport, cheerleading, or dance/drill team while increasing their academic achievement. A student whose grade point average increases during the semester/grading period of her participation by .01 - .32 over her previous semester grade point average qualifies for a certificate of recognition. A student whose grade point average increases by .33 or more qualifies for a medallion recognizing her accomplishment.

Because all schools are checking to insure students are "passing all" coursework as per the new academic eligibility rules imposed by the State Board of Education, the improvements described above could be monitored

at the same time. The objective of the program is to recognize those students who may not make the honor roll regularly, but who make positive progress in the classroom while at the same time attain the physical and psychological benefits of athletic participation.

Academic Recognition Program More information and an on-line download of the application form are available at <http://www.ighsau.org/general/onaroll.pdf>.

Search and Seizure Matrix

The DE has been fielding many search/seizure (Iowa Code Chapter 808A) questions. So, here are *fictional* examples that may be helpful to schools and school districts. (The outcomes listed below do not constitute legal advice to the SLU reader.)

MOST LIKELY OK	MOST LIKELY NOT OK
<p>A. Susie is seen engaging in furtive behavior in the school parking lot consistent with selling drugs and has been known to “supply” her peers with drugs in the past. In this case, school officials most likely have reasonable grounds to search the protected student area.</p>	<p>A. Community concern about teenage and adolescent illegal drug usage is heightened following the drug-induced suicide of a local youth. This does not present reasonable grounds to conduct a search for drugs. Whether school officials could pre-announce a locker and/or desk search and then conduct the same should be discussed with the school’s attorney.</p>
<p>B. Students report that Steve is selling drugs from his locker. If school officials believe these reports are credible, they may bring in a drug dog to see if it alerts on Steve’s locker. If it does, Steve’s locker may be searched.</p> <p>If the school officials believe the information to be credible, they may search Steve’s locker without the use of a drug dog.</p> <p>Steve could also be asked to empty his pockets, and a male school official could do a pat down of Steve’s person.</p>	<p>B. Students report that Steve is selling drugs from his locker. If school officials believe these reports are credible, they may bring in a drug dog to see if it alerts on Steve’s locker, BUT NOT to sniff Steve’s person or his protected student area.</p> <p>If the school officials believe the information to be credible, they may search Steve’s locker without the use of a drug dog.</p> <p>Steve could also be asked to empty his pockets, and a male school official could do a pat down of Steve’s person.</p>
<p>C. The students are gathered in the school auditorium for a school assembly, the subject of which are local drug enforcement agents who have brought in their drug dog. On his way to the auditorium, the dog alerts on a student locker. School officials open the locker and find marijuana. (The dog and his handler were walking the most direct route from the entrance of the school to the auditorium; they just happened to go by this particular locker.)</p> <p>Under the above circumstances, the alert by the dog (unless the dog had a history of false alerts) probably gives school officials reasonable grounds to search the locker.</p>	<p>C. Same students are gathered in the school auditorium for a school assembly to be presented by local drug enforcement agents and their drug dog. School officials ask that the dog be led to the auditorium via the girls’ locker room for no other reason than to “see if the dog finds anything.”</p> <p>With this added twist, if the dog does alert on a locker in the girls’ locker room, any subsequent search may be tainted because there was no articulable probable cause to have the dog sniff a specified locker.</p>
<p>D. A student reports that \$5.00 was stolen from her gym locker during P.E. and that two other girls – Julie and Patty – were alone in the locker room during the time the money went missing.</p> <p>While there are reasonable grounds to search Julie and Patty, remember that any search must be reasonable in scope and must be reasonably related to the purpose of the search. Here, with the allegation of \$5.00 missing, the scope of any search is most reasonably limited to asking Julie and Patty to empty their pockets and/or purses.</p>	<p>D. A teacher reports that \$50.00 was stolen from his desk but he has no idea when the theft occurred. His room is unlocked when he is not in the room, and he has no reasonable suspicion that any specific student committed the theft.</p> <p>There are no reasonable grounds to order all students in the building to empty their pockets and/or purses. There are certainly no reasonable grounds to pat down any student.</p>

<p>E. The school's teacher librarian reports that a large atlas is missing from the media center. The atlas is too large to be concealed on a person. The teacher librarian reports that Robbie has been lusting after the atlas in recent days and was seen in the area where the atlas was last seen.</p> <p>There are reasonable grounds to search Robbie's locker and his backpack, but – given the size of the atlas – NOT his person. Pursuant to chapter 808A, Robbie should be informed of the search “either prior to or as soon as is reasonably practicable after the search is conducted.”</p>	<p>E. A soccer goalpost comes up missing. It's too large to be concealed on a person, in a backpack, in a desk, in a locker, or even in a car. Clearly, such an object cannot justify a search of a protected student area or a desk or locker.</p> <p>[Assuming it would fit in a pickup bed, school officials could walk through the school's parking lot because such an object would be in “plain view” (i.e., not require a search of a vehicle's interior).]</p>
<p>F. Jimmy shows signs of drug usage...slipping grades, losing weight, irritability. One of his teachers brings him to the office because he is presently acting “high” in class and the teacher knows that the school recently bought a urinalysis kit.</p> <p>While a trained male school official could use the UA kit because reasonable grounds exist to believe that Jimmy is under the influence of alcohol or drugs, the school official should proceed with extreme caution. Chain of custody issues, other procedural issues, and issues of test reliability abound. If Jimmy is medically in distress, call 911 and have the medical experts conduct any testing (as well as treat the young man). If he is not in distress, think about calling law enforcement.</p>	<p>F. Scott is usually an A/B student, but lately his grades have slipped and he has been snappish with peers and staff. Based on those generalities and nothing more, one of Scott's teachers brings him to the office and requests that a urinalysis be performed.</p> <p>It's not likely that there are reasonable grounds to search Scott, but it would be wise to have a counselor visit with him.</p>
<p>G. School officials discover empty beer cans under the student section of the football stadium after the first couple of home football games. In addition, there have been reliable reports of underage drinking occurring in the student section during the games. The school buys a breathalyzer and plans to test only those students who have been observed drinking or of whom there are other reasonable and articulable grounds to believe have been drinking (smell of beer/unsteady gait/slurred speech).</p> <p>This is permissible, but the same reliability and procedural concerns exist as with any drug/alcohol testing. Why not let the experts (law enforcement) handle the testing? Furthermore, why not let law enforcement handle it and save the school the cost of the breathalyzer?</p>	<p>G. School officials discover empty beer cans under the student section of the football stadium after the first couple of home football games. In addition, there have been reliable reports of underage drinking occurring in the student section during the games. The school buys a breathalyzer and plans to test each student as s/he files out of the stadium.</p> <p>This “dragnet” approach is not permitted. Only those students of whom there are reasonable and articulable grounds to believe have been drinking may be subjected to the breathalyzer, which is a “search.”</p>

District Court Issues Pot 2 Decision

An Iowa District Court decision recently ruled against the DE's guidance regarding district distribution of Pot 2 Teacher Quality Funds. The Department is consulting with the Attorney General's office to determine if an appeal will be filed, and will provide updates or further guidance to schools in the November School Leader Update.

Deadlines and Dates to Remember

POSTPONED	Special Education Law Conference, until Spring 2007.
October 25	ICN session, "Curriculum Gap Analysis and the Model Core Curriculum
October 26	Deadline for applications to become an Iowa High School Project Site .
October 27	ICN session, "Curriculum Gap Analysis and the Model Core Curriculum (repeat from Oct. 25)
October 27	Applications due for Title II and Title V allocations .
November 7	ICN session, "Teaching and Learning in Quadrant D
November 15-17	State Board Meeting
November 28	ICN session, "Teaching and Learning in Quadrant D (repeat from Nov. 7)
December 11-12	Third Annual Iowa High School Summit, Des Moines

SCHOOL LEADER UPDATE is produced monthly by the Iowa Department of Education for school leaders of Iowa. Comments and submissions should be sent to Kathi Slaughter, 515/281-5651, kathi.slaughter@iowa.gov.